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ABSTRACT

A study of the English as a Second Language (ESL) program at Miami-Dade Community College (MDCC) was conducted, which compared the demographics of ESL and non-ESL students, measured the success of ESL students in learning English and achieving other academic goals, and examined the relationship between initial enrollment in ESL and satisfactorily completing the program, passing the communications portion of a basic skills assessment test, and success/persistence in college. The study sample included all students who enrolled at MDCC for the first time in fall 1983 with the intention of obtaining an associate degree (N=6,993). Any student who had earned or attempted one or more credits in an ESL course (N=884) were assigned to the ESL group. Study findings included the following: (1) about 1 in 8 of the total group of first-time enrollees earned a high school diploma from a foreign high school, including 65% of the ESL group and 6% of the non-ESL group; (2) 52% of the new enrollees were Hispanic and 17% were Black, while in the ESL group, 82% were Hispanic and 11% were Black; (3) ESL students tended to be older than their counterparts (27.6 vs. 20.4 years); (4) compared to the non-ESL students, ESL students were more likely to have left MDCC after 4 years and less likely to have graduated; (5) 16% of the ESL enrollees finished the fourth level of the program with satisfactory grades; and (6) less than 30% of the original ESL group passed the reading and writing portions of the basic skills assessment test. (EJV)

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Research Report No. 88-09

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Miami-Dade Community College
District Administration

Institutional Research

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Miami-Dade Community College

SUCCESS OF STUDENTS WHO BEGIN COLLEGE BY ENROLLING IN ENGLISH AS A SECOND LANGUAGE

Research Report No. 88-09

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Abstract

One of the college's missions is to respond to the educational needs of the community. In the past ten years, an increasingly felt need has been instruction in the English language to students who wish to ultimately pursue a college degree but do not currently speak English. Miami-Dade Community College has responded in accordance with its mission. In 1974-75, less than 1% of the credits generated at the college were due to course work in English as a Second Language (ESL). In 1986-87, the figure was 10.6% of the total credits. Close to 100,000 ESL credits were generated during the year. Clearly, the ESL program is a significant enterprise. Yet little time has been spent in evaluating the area, at least from an institutional research perspective.

This study provides an initial analysis of the English as a Second Language program at M-DCC and is divided into two basic parts: 1) the demographics of ESL students compared to non-ESL enrollees, and 2) defining the successful ESL student.

This study will follow the lead set by Morris and Losak (1986) in defining student success. Their definition of success considers student goals and academic standing as measured by grade point average; they define "success" as (1) graduating, or (2) remaining enrolled in good standing, or (3) leaving the college in good standing (i.e., capable of re-enrolling at this or another institution). In specifically studying the ESL group, however, measures of success will be taken at two points in time. Since the first goal of an ESL enrollee is to learn English, this will be the first phase of student success that will be addressed. Students will be considered successful in making progress toward reaching their goal of learning English if they: a) finish the highest level of ESL with satisfactory grades in all four areas, or b) remain enrolled at the institution with a grade point average above 2.0, even if they did not finish ESL, or c) left the institution in good standing, i.e., with a grade point average of 2.0 or better.

Next, it is assumed that for most students, the first major indicator of a desire to receive a degree from Miami-Dade is taking the test of basic skills in the areas of reading, writing, and mathematics. Therefore, ESL students who reach the point of taking the basic skills test for this study will be considered as "regular" community college enrollees at this point, and the success criteria that Losak and Morris applied to their group will be applied to these students also.

Finally, this study addresses the relationship between initial enrollment level in ESL and satisfactorily completing ESL, passing the communication portions of the basic skills assessment test, and success/persistence in college.

The study found that for Fall 1983 first-time-in-college students, about 13% began their college career by enrolling in ESL work. ESL enrollees differed from non-enrollees in that they were more likely to have diplomas from foreign high schools, more likely to be Hispanic, and more likely to enroll full-time. Many of them were refugees, and they were older than the non-ESL college entrant. Compared to the non-ESL enrollee, ESL students were more likely to have left the institution after four years and less likely to have graduated.

Within the ESL program, few (16%) of the enrollees finished the fourth level of ESL with satisfactory grades in all four courses that comprise that level. Many of these students left with unsatisfactory grade point averages, particularly on Wolfson Campus. Only 40% of the original group reached the point where they wrote both the reading and writing portions of the basic skills test. In addition, of those tested, less than 30% of the group either passed both the reading and writing tests or took the required courses in the area.

Many of these campus level differences were probably due to the type of student that each campus attracted. For this analysis, the beginning level of ESL work was used to study retention and success of ESL students. It was found that 61% of the Wolfson Campus students began at the bottom level of ESL compared to 11% at South and 39% at North. Those that

began at the lower ends of ESL had a great deal of difficulty completing the fourth level of ESL: less than 5% of the first-level entrants finished the fourth level on a collegewide basis. In addition, far fewer of the lower-entering level of ESL students either took the basic skills test or passed it in reading and writing.

Completing a college degree without first knowing the language is a long and difficult process. It involves many steps along the way. Completing each step is itself a measure of college success regardless of whether, when, or where a diploma is received. Using the most basic measure of success -- achieving a satisfactory GPA -- ESL enrollees were about as successful as non-ESL enrollees (56% vs. 59% with a GPA of 2.0 or better). However, on more stringent success measures -- finishing ESL, passing the basic skills test, and graduating -- ESL enrollees had greater difficulty. If nothing else, this study has shown why some revisions were needed in the ESL curriculum. Perhaps if this study is repeated after the new curriculum is in place, more positive results will be found, whatever the criteria for success.

SUCCESS OF STUDENTS WHO BEGIN COLLEGE
BY ENROLLING IN ENGLISH AS A SECOND LANGUAGE

One of the College's missions is to respond to the educational needs of the community. In the past ten years, an increasingly felt need has been instruction in the English language to students who wish to ultimately pursue a college degree but do not currently speak English. Miami-Dade Community College has responded in accordance with its mission. In 1974-75, less than 1% of the credits generated at the college were due to coursework in English as a Second Language (ESL). In 1986-87, the figure was 10.6% of the total credits. Close to 100,000 ESL credits were generated during the year.

The ESL program has grown to generate more credits than even college preparatory courses. In 1985-86, for example, over 20% more credits were generated by ESL compared to college preparatory courses. Together, ESL and college preparatory credits accounted for about 20% of the total credits generated at the college in 1985-86.

Clearly, the ESL program is a significant enterprise. Yet little time has been spent in evaluating the area, at least from an institutional research perspective. Only one institutional research report has looked directly at the performance of ESL students. A study by Belcher (1984) found that former ESL students were having difficulty passing all sections of the CLAST. The only other research reports that have been issued are norms for the English Placement Test, the instrument currently used to place students at one of the levels within the ESL program.

Miami-Dade is not alone in lacking information on its ESL efforts. A computerized search by the library staff of educational documents and journals turned up little in the way of evaluation of ESL programs using grade point average, grades in later courses, test scores, or even retention in college.

PURPOSE OF THE STUDY

This study will provide an initial analysis of the English as a Second Language program at M-DCC and is divided into two basic parts: 1) the demographics of ESL students compared to non-ESL enrollees, and 2) defining the successful ESL student. Specifically, the first part of the study will answer the following questions:

1. What percentage of first-time-in-college students begin their work in ESL courses?

2. How do ESL enrollees differ from non-enrollees in terms of:

   -High school diplomas from U.S. and foreign high schools,
   -Gender,
   -Ethnicity,
   -Full-time enrollment status,
   -Citizenship,
   -Age at entry,
   -Number of credits earned after four years, and
   -Student success and persistence?

The second half of the study will focus solely on ESL enrollees as a group and look at differences within that group. It is understood that ESL students face some particularly difficult problems in completing a college education. For one thing, the student must first learn English before he or she can move very far into the regular college curriculum. For another, many of these students may not really plan on earning a college degree, but instead are looking to the immediate future of enrolling in college to learn English. It seems a disservice to the ESL program, therefore, to count these students as non-graduates from college if they never planned to graduate in the first place. Simply selecting students who say they are degree-seekers does not completely alleviate this problem. Since most ESL students need to enroll full-time, they will need financial aid. To receive financial aid, the student must say that he or she is seeking a degree.

In previous studies, Morris and Losak (1986) have argued that student success in a community college should not be defined solely by graduation. They argued that with increasing numbers of "non-traditional" students, "...dropping out of college is more prevalent, part-time enrollment is increasing, and most students have objectives that are not synonymous with earning a baccalaureate degree within four years" (Morris and Losak, 1986, p.15). Their definition of success considers student goals and academic standing as measured by grade point average. Their definition of "success" then becomes (1) graduating, or (2) remaining enrolled in good standing, or (3) leaving the college in good standing (i.e., capable of re-enrolling at this or another institution).

This study will follow the lead set by Morris and Losak in defining student success and use these same categories with the ESL population. In specifically studying the ESL group, however, measures of success will be taken at two points in time. Since the first goal of an ESL enrollee is to learn English, this will be the first phase of student success that will be addressed. Students will be considered successful in making progress toward reaching their goal of learning English if they:

a) Finish the highest level of ESL with satisfactory grades in all four areas, or

b) Remain enrolled at the institution with a grade point average above 2.0, even if they did not finish ESL, or

c) Left the institution in good standing, i.e., with a grade point average of 2.0 or better.

It is assumed that for most students, the first major indicator of a desire to receive a degree from Miami-Dade is taking the test of basic skills in the areas of reading, writing, and mathematics. Therefore, ESL students who reach the point of taking the basic skills test for this study will be considered as "regular" community college enrollees at this point, and the success criteria that Losak and Morris applied to their group will be applied to these students also. Therefore, the second phase of the study will ask:

1) What percentage of ESL enrollees reach the point of taking the test of basic skills?

2) Of those who take the test, how many of this group pass the test or successfully remediate in the skill areas where they need help?

3) Of the group that takes the test, after four years, how many have:

   a. graduated, or

   b. remain enrolled with grade point averages above 2.0, or

   c. left with satisfactory grade point averages?

Previous research has indicated that students who need college preparatory work in a number of areas have success rates which are considerably lower than students who do not, especially if they do not take the work prescribed for them. It was felt that the same type of phenomenon might exist within the ESL student population, i.e., that students who began their ESL work at the very lowest level would have a great deal more difficulty in satisfactorily completing ESL or other college work than students who only needed several courses in ESL before they were ready for the regular college curriculum. This study, therefore, sought answers to the following question as part of phase three of the study.

4) What is the relationship between initial enrollment level in ESL and

   a. Satisfactorily completing ESL,

   b. Passing the communication portions of the basic skills assessment test, and

   c. Success/persistence in college?

METHODOLOGY

This study began by selecting all students who enrolled in college at MDCC for the first time in the Fall of 1983 and indicated that they planned to pursue a degree at the college. Any student who had one or more credits either earned or attempted in an ESL course was assigned to the ESL group. This amounted to 902 enrollees out of 6,993 students. The number of ESL enrollees was further reduced from 902 to 884 for the analysis by level because 18 students either enrolled only in an ESL study lab or a special 15-hour block offered to them.

These students began their ESL coursework in one of the four levels of ESL study. Within each level were four 3-credit courses: Speech for Foreign Students, English Reading, English Writing, and English Structural Patterns. Typically, students were assigned to one of the four levels by taking the English Placement Test (EPT) developed at the University of Michigan. In addition, some campuses collected a writing sample to further refine placement decisions. The table below shows how the different campuses placed students according to EPT scores.

	Campus			
			Wolfson	
	North	South	(Language Institute)	Bilingual Division)
Level I	0- 30	0- 34	0- 35	0- 50
Level II	31- 55	35- 50	36- 60	51- 70
Level III	56- 70	51- 74	61- 70	72- 80
Level IV	71- 84	75- 90	71- 85	81- 90
No ESL Recommended	85-100	91-100	86-100	91-100

It should probably be noted that since the Fall of 1983, significant changes have taken place in the structure of the ESL curriculum at Miami-Dade. Currently, a program which has six levels is being implemented and will be fully functional beginning in the Fall of 1988. The four courses under each level will remain the same at the higher levels.

This analysis was completed during the Fall term of 1987. Students were counted as still enrolled at the institution if they had enrolled at Miami-Dade during the past year (Fall of 1986 or later). In order to be counted as having passed an ESL course, students had to show a grade of "C" or better. To have been counted as having completed Level IV, they had to have at least a "C" in all four courses offered at that level.

Because math is a less serious problem than English for ESL students and because students sometimes take the math exam prior to completing their ESL work, this analysis focused specifically on performance in the reading and writing areas of the basic skills test. Students were counted as having taken the test if they had scores on both the reading and the writing parts. During the time that these students were in college, the College switched from using the Comparative Guidance and Placement (CGP) test to assess basic skills to the MAPS test. Students were counted as having passed the reading portion of the exam if they had a score of 11 or more on the CGP or 12 or more on the MAPS. They were counted as having passed the writing portion if they had a score of 22 or better on the CGP or 30 or better on the TSWE. Students were counted as having successfully completed any required college preparatory coursework beyond the ESL only if they had a grade of "S" in the highest level college preparatory course that they were required to take.

RESULTS

ESL vs. Non-ESL Enrollees

For the Fall 1983 class of first-time-in-college enrollees, close to 13% or 902 students began their work at Miami-Dade by enrolling in ESL. This varied dramatically by campus, however. At South Campus less than 5% of the group began in ESL. At North Campus less than 10% began in ESL. At Wolfson Campus fully 45% of the first-time-in-college enrollees on this campus began their work in ESL. (See Table 1 for full results.)

About 1 in 8 of these first-time enrollees presented a diploma that was from a foreign high school. Of those enrolling in ESL, 65% had foreign high school diplomas compared to 6% of those who did not enroll in ESL work. This means that a little over a third of those enrolling in ESL presented diplomas issued in the U.S., mainly through GED testing. For a breakdown on the specific institution issuing these U.S. diplomas, see Appendix A.

Table 2 displays a percentage of ESL and non-ESL enrollees by gender, ethnicity enrollment, and citizenship status. You will note from reviewing the table that there appeared to be few differences between ESL and non-ESL enrollees by gender. In each case a little more than 50% of the enrollees are female. By ethnicity, 52% of the new enrollees were Hispanic and 17% were black, while in the ESL group 82% of the enrollees were Hispanic and 11% were black, non-Hispanic students. However, ESL students are much more likely to be full-time enrollees than their counterparts. As shown by Table 2, 78% of the ESL group was enrolled full-time their first semester compared to 57% of the non-enrollees. Most of the ESL enrollees are refugees; 71% were classified this way, while 19% were here on visas. In comparison, 68% of the non-ESL enrollees were USA citizens.

ESL enrollees also tended to be quite a bit older than their counterparts. The average age for the ESL group was 27.6 compared to an age of 20.4 for non-ESL enrollees. After three years, the non-ESL group had earned slightly more credits than the ESL enrollees. However, on the

average the ESL group had accumulated 18.1 credits in ESL which would indicate that more than half of the credits that they had earned were in the ESL. It should be noted that only 12 credits of ESL work can be counted toward degree credit. For full results see Table 3.

Table 4 displays the status of ESL enrollees compared to non-enrollees at the College after four years. Note that about 75% of the ESL enrollees had left the institution without having graduated though close to half of this group had left with satisfactory grade point averages. Conversely, about 55% of the ESL non-enrollees had left the institution without graduating. About the same percentage (17%) of each group was still enrolled at Miami-Dade with satisfactory grade point averages. However, close to 20% of the non-ESL enrollees had graduated compared to less than 3% of the ESL group.

Let us assume that not only those who graduated but also those who remained enrolled with grade point averages above 2.0 and those who left the institution with satisfactory grade point averages met their educational goals. Then, we can compute a measure of success for each group that includes these three measures. Using this definition, the ESL and non-ESL groups are not that far apart; 59% of the non-ESL group were counted as successful compared to 56% for the ESL enrollees. As noted previously, however, within this percentage there were very different ways of getting to that point.

Defining Success for the ESL Student

The ESL enrollee who comes to Miami-Dade professing to desire a college degree typically has a very long road ahead. Obviously, before a student can attain a college degree he or she must first learn English so that he or she can function in the regular classroom. How do we know when this goal has been met? The most stringent criteria would be to complete the fourth level of ESL with a "C" or better in all four areas. A less stringent criteria would be that the student did not finish the ESL program but remained enrolled at the College with a grade point average of 2.0 or above. Still a less stringent criteria but one that could well indicate

that the student had still met his or her personal goal of learning English would be to find the student was no longer enrolled but had left after satisfactorily completing one or more courses with a grade point average of 2.0 or above. As shown below, of the 902 students who initially enrolled in ESL, only 16% of them satisfactorily finished the fourth level with a "C" or better in all four areas. About 12% were still enrolled at the College with satisfactory GPAs despite not completing the entire ESL program, and 30% had left with satisfactory grade point averages. This would indicate a success rate of 58% of the ESL enrollees meeting their goal of learning English.

Goal I: Learn English	Number	Percent
Evidence of Success:		
A. Finished the fourth level of ESL with "C" or better in all four areas:	145	16.1
B. Didn't finish ESL but remain enrolled with GPA ≥2.0	105	11.6
C. No longer enrolled but left after satisfactorily completing one or more courses (GPA ≥ 2.0)	272	30.2
Total learning English (A + B + C)	512	57.9
Evidence of Non-Success:		
D. Didn't finish ESL and remain enrolled with low GPA (<2.0)	29	3.2
E. No longer enrolled and left with GPA <2.0	351	38.9
Total	902	100.0

Table 5 displays these results by campus. You will note from studying the tables that Wolfson Campus had the highest percentage (44%) who left the College with a GPA of less than 2.0. North Campus had the highest percentage of students who had left the institution (almost 80%) but many of them left with GPAs above 2.0. South Campus had the greatest percentage of students who finished all four courses at the fourth level of ESL.

Only after learning English can the ESL student begin to turn toward the next goal of earning a college degree. At Miami-Dade, one of the first steps in this process after taking ESL coursework is to take the test of basic skills. As shown by Table 6, only about 40% of the Fall 1983 ESL enrollees reached the point where they even took either the CGP or the MAPS. There was a great deal of variability by campus with about 70% of South Campus students taking the test in reading and writing compared to 30% of the Wolfson students.

Students who take the test of basic skills either need to pass the test in both reading and writing or "remediate" in the areas needed. Only then can these students move to the final step of obtaining a degree or reaching the point where they are eligible to graduate by maintaining a 2.0 average. The percentage of students clearing the hurdle of passing both the reading and writing basic skills test was very low. As shown below, only 12.5% of those tested passed both areas. An additional 17% did not pass the test initially but received a satisfactory grade in the areas where they needed college preparatory work. Including this group brought the total to less than 30% of the tested students either passing or remediating in the needed areas at Miami-Dade.

Table 7 gives a more specific breakdown on the need to complete college preparatory work by campus. You will note that on South and Wolfson Campuses approximately 15% of the students did not need any additional college preparatory work. Wolfson was the campus that was most successful in getting those that did need the work to complete it. North Campus was the least successful in this area, with only 5% of their test-takers testing out of college preparatory work and only 8% completing it.

Even by limiting the degree-seeking group to those who were tested in basic skills and therefore more likely to be actively pursuing a college degree, still less than 7% of the group had earned a degree four years later. However, a third of the group remained enrolled at the institution with satisfactory grade point averages and another third had left the institution with a satisfactory grade point average. Taking the broadened definition of student success, these results mean that three-fourths of the

group tested in basic skills at least partially met their goal of working toward earning a college degree. This finding is outlined below:

Goal II: Work Toward Earning a College Degree		Number	Percent of Group
Step 1:	Take Test of Basic Skills (MAPS or CGP)	361	40.0*
Step 2:	Clear any College Preparatory Requirements		
	Evidence of Success:		
	A. Pass both areas or	45	12.5**
	B. Remediate in needed areas	62	17.2**
	Total (A + B)	107	29.7**
Step 3:	Graduate or Maintain Eligibility to Graduate		
	Evidence of Success:		
	A. Graduate	24	6.7**
	B. Remain enrolled with GPA $\geq$2.0	124	34.4**
	C. Left with GPA $\geq$2.0	123	34.1**
	Total (A + B + C)	271	75.2**

*Percent of total group
**Percent of students tested

As noted previously, there were some differences in the college-wide pattern when studied on a campus-by-campus basis. Wolfson Campus had the highest success rate with 80%; the strongest component of this success rate was the 45% who remained enrolled with a grade point average of 2.0 or better. With 9% of their students graduated, South Campus had the highest graduation rate of the three campuses. South also had 32% of their students still enrolled with satisfactory grade point averages. North Campus has had the greatest number of their students leave with satisfactory grade point averages -- close to 50% for the 1983 group. They only had 17% of the tested group still enrolled and 6% graduated. For these and other details see Table 8.

The Difference That Entering Level Makes

It has been well documented elsewhere the difference that entering level of basic skills makes in retention, grade point average, and CLAST performance. Some of the campus differences on student success (e.g., retention, CLAST performance, graduation) can be linked to differences on these entering measures. It was hypothesized that a similar phenomenon would be found as it related to ESL enrollment and success. Perusal of Table 9 quickly shows that collegewide figures again mask significant campus differences. For example, while 48% of the ESL students collegewide began their ESL coursework in Level 1, by campus this was true of 61% of the Wolfson students, 39% of the North Campus students, and only 11% of the South Campus students.

Table 9 also shows the last level of ESL coursework students were enrolled in was related to where they began in ESL. It is clear from studying the table that beginning in the first level of ESL was a strong indicator of the likelihood not to complete ESL coursework. Collegewide, only 27% of those that began in the first ESL level ever reached the fourth level compared to 53% of those that began at the second level and 72% of those that began at the third. By campus, South and Wolfson seemed to show more students retained throughout the ESL process than did North Campus.

Table 10 provides another view of completion of the ESL portion of study. In this table the criterion was completion of the fourth level with a "C" or better in all courses at that level. Using this criterion, the numbers were even lower. Collegewide, only 5% of those who began at the first level and 31% of those who began at the fourth level completed their ESL coursework. By campus, South seemed to have the greatest number of completers with 12% of those that began at the first level and 40% of those that began at the fourth level finishing their ESL course.

Were ESL students successful in obtaining a college education, independent of the beginning level of ESL coursework? The results displayed in Table 11 indicate that such was not the case. For example, 50% of the group that began at the first level of ESL had left the College with a grade

point average that was less than 2.0 compared to 30% of those that began at the fourth level. Fifteen percent of those that began at the fourth level of ESL coursework had graduated from Miami-Dade compared to less than 1% of those that began at the first level. And not surprisingly, entering level of ESL coursework made a difference in whether or not the student reached the point of taking the basic skills test and whether or not the student passed (see Table 12). Of those tested, collegewide only 12% of those that began at the first level of ESL passed the basic skills reading test compared to 73% of those that began at the fourth level. The table indicates that in general all students had more difficulty passing writing but still the pattern remained the same: only 10% of those that began at the first level passed writing compared to 30% of those that began at the fourth level. Again, differences were evident on a campus-by-campus comparison.

Discussion

The purpose of this study was to provide an initial analysis of English as a Second Language program at Miami-Dade. The study found that for Fall 1983 first-time-in-college students about 13% began their college career by enrolling in ESL work. ESL enrollees differed from non-enrollees in that they were more likely to have diplomas from foreign high schools, more likely to be Hispanic, and more likely to enroll full-time. Many of them were refugees, and they were older than the non-ESL college entrant. Compared to the non-ESL enrollee, ESL students were more likely to have left the institution after four years and less likely to have graduated.

Within the ESL program, few (16%) of the enrollees finished the fourth level of ESL with satisfactory grades in all four courses that comprise that level. Many of these students left with unsatisfactory grade point averages, particularly on Wolfson Campus. Only 40% of the original group reached the point where they wrote both the reading and writing portions of the basic skills test. In addition, of those tested, less than 30% of the group either passed both the reading and writing tests or took the required courses in the area.

Many of these campus level differences were probably due to the type of student that each campus attracted. For this analysis the beginning level of ESL work was used to study retention and success of ESL students. It was found that 61% of the Wolfson Campus students began at the bottom level of ESL compared to 11% at South and 39% at North. Those that began at the lower ends of ESL had a great deal of difficulty completing the fourth level of ESL: Less than 5% of the first-level entrants finished the fourth level on a collegewide basis. In addition, far fewer of the lower-entering level of ESL students either took the basic skills test or passed it in reading and writing.

Completing a college degree without first knowing the language is a long and difficult process. It involves many steps along the way. Completing each step is itself a measure of college success regardless of whether, when, or where a diploma is received. Using the most basic measure of success -- achieving a satisfactory GPA -- ESL enrollees were about as successful as non-ESL enrollees (56% vs. 59% with a GPA of 2.0 or better). However, on more stringent success measures -- finishing ESL, passing the basic skills test, and graduating -- ESL enrollees had greater difficulty. If nothing else, this study has shown why some revisions were needed in the ESL curriculum. Perhaps if this study is repeated after the new curriculum is in place, more positive results will be found, whatever the criteria for success.

Table 1

Percentage of Foreign and U.S.
High School Graduates
Enrolling in ESL Courses
Fall 1983 First-Time-in-College Students

	No ESL Work		Enrolling ESL		Total	
High School	Number	Percent	Number	Percent	Number	Percent
College-Wide						
Foreign	392	6.4	586	65.0	978	14.0
U.S.	5,699	93.6	306	35.0	6,015	86.0
Total	6,091	87.1	902	12.9	6,993	100.0
North Campus						
Foreign	151	7.3	126	66.7	277	12.4
U.S.	1,903	92.7	63	33.3	1,966	87.6
Total	2,054	91.6	189	8.4	2,243	100.0
South Campus						
Foreign	137	4.3	81	52.6	218	6.6
U.S.	3,016	95.7	73	47.4	3,089	93.4
Total	3,153	95.3	154	4.6	3,307	100.0
Wolfson Campus						
Foreign	94	13.8	378	67.7	472	38.0
U.S.	589	86.2	180	32.3	769	62.0
Total	683	55.0	558	45.0	1,241	100.0

Table 2

Percentage of ESL and Non-ESL Students
By Gender, Ethnicity, Enrollment, and Citizenship Status
Fall 1983 First-Time-in-College Cohort

	Campus							
	North		South		Wolfson		College-Wide	
	No ESL	ESL	No ESL	ESL	No ESL	ESL	No ESL	ESL
Gender								
Male	47	47	47	53	44	45	46	47
Female	53	53	53	47	56	55	54	53
Ethnicity								
Black Non-Hispanic	34	20	6	3	14	10	17	11
Hispanic	43	70	55	82	71	87	52	82
Other	23	10	39	15	15	3	31	7
First Term Enrollment								
Full-Time	62	83	57	81	50	77	57	78
Part-Time	38	17	43	19	50	23	43	22
Citizenship Status								
Refugee	30	64	23	34	46	84	28	71
Visa Student	4	21	4	56	4	7	4	19
U.S. Citizen	66	15	73	10	50	9	68	10

Table 3

Age and Number of Credits for ESL and Non-ESL Students
Fall 1983 Cohort

Campus	No ESL			Some ESL		
	Mean	S.D.	Number	Mean	S.D.	Number
Age at Entry						
North	20.7	5.6	2,054	27.3	9.3	189
South	19.6	4.4	3,153	21.9	5.9	154
Wolfson	22.7	8.5	683	29.3	10.3	558
College-Wide	20.4	5.7	6,091	27.6	9.8	902
Number of Earned Credits After Four Years						
North	33.7	28.7	2,054	28.9	25.6	189
South	34.0	26.9	153	43.0	34.5	154
Wolfson	30.1	28.8	683	28.2	29.8	558
College-Wide	33.6	28.0	6,091	30.9	30.3	902
Number of ESL Credits After Four Years						
North	-	-	-	16.3	12.7	189
South	-	-	-	17.6	14.6	154
Wolfson	-	-	-	18.9	16.8	558
College-Wide	-	-	-	18.1	15.7	902

Table 4

Status at Miami-Dade Community College
After Four Years
Fall, 1983, First-Time-in-College Student

College-Wide	No ESL		ESL	
	Number	Percent	Number	Percent
Left, GPA <2.0	2,051	33.7	360	39.9
Left, GPA >2.0	1,361	22.3	319	35.4
Enrolled, GPA <2.0*	430	7.1	40	4.4
Enrolled, GPA >2.0*	1,054	17.1	159	17.6
Graduated	1,195	19.6	24	2.7
Success**	3,610	59.0	502	55.7

*Enrolled in 1 term within the last academic year (1986-87)
**Either left with a satisfactory GPA, remained enrolled with satisfactory GPA or graduated

Table 5

Current ESL Status of Fall 1983 First-Time-in-College
ESL Enrollees by Campus as of Summer, 1987

	Campus						Total	
	North		South		Wolfson			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Left with GPA <2.0	66	34.9	41	26.6	244	43.7	351	38.9
Left with GPA ≥2.0	84	44.4	40	26.0	147	26.3	277	30.2
Still Enrolled, GPA <2.0	8	4.2	7	4.6	14	2.5	29	3.2
Still Enrolled, GPA ≥2.0	18	9.5	24	15.6	63	11.3	105	11.6
Finished ESL	13	6.9	42	27.3	90	16.1	145	16.1
Total	189	100.0	154	100.0	558	100.0	902	100.0

Table 6

Percentage of ESL Enrollees Who Took
Basic Skills Test in Reading and Writing

	Took Test		Not Tested		Total	
Campus	Number	Percent	Number	Percent	Number	Percent
North	86	45.5	103	54.5	189	100.0
South	107	69.5	47	30.5	154	100.0
Wolfson	168	30.1	390	69.9	558	100.0
Total	361	40.0	541	60.0	902	100.0

Table 7

Success in Completing College Preparatory Requirements

	Needed, But Not Taken		Not Needed		Needed and Completed		Total	
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent
North	75	87.2	4	4.7	7	8.1	86	100.0
South	72	67.3	17	15.9	18	16.8	107	100.0
Wolfson	107	63.7	24	14.3	37	22.0	168	100.0
Total	254	70.4	45	12.5	62	17.2	361	100.0

Table 8

Enrollment Status of Fall 1983 First-Time-in-College
ESL Enrollees Who Took Basic Skills Test
By Campus as of Fall, 1987

	Campus							
	North		South		Wolfson		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Left with GPA <2.0	17	19.8	21	19.6	23	13.7	61	16.9
Left with GPA ≥2.0	42	48.8	30	28.0	51	30.4	123	34.1
Still Enrolled, GPA <2.0	7	8.1	12	11.2	10	6.0	29	8.0
Still Enrolled, GPA ≥2.0	15	17.4	34	31.8	75	44.6	124	34.4
Graduated	5	5.8	10	9.4	9	5.4	24	6.7
Success	62	72.1	74	69.2	135	80.4	271	75.2
Total	86	100.0	107	100.0	168	100.0	361	100.0

Table 9

Last Level of ESL Course Enrollment
Based on Entering ESL Level of Enrollment
Fall, 1983, First-Time-in College Enrollees

Beginning Level of ESL	Last Level of ESL Coursework: First Number	First Percent	Second Number	Second Percent	Third Number	Third Percent	Fourth Number	Fourth Percent	Total Number	Percent of Beginning Level	Percent of Total
College-Wide											
First	164	38.3	94	22.2	53	12.5	114	27.0	428	100.0	48.4
Second	-	-	59	25.2	51	21.8	124	53.0	234	100.0	26.5
Third	-	-	-	-	40	27.8	104	72.2	144	100.0	16.3
Fourth	-	-	-	-	-	-	78	100.0	78	100.0	8.8
Total	164	18.5	154	17.4	145	16.4	421	47.6	884	100.0	100.0
North Campus											
First	25	35.2	24	33.8	5	7.0	17	23.9	71	100.0	39.0
Second	-	-	21	32.3	19	29.2	25	38.5	65	100.0	35.7
Third	-	-	-	-	11	45.8	13	54.2	24	100.0	13.9
Fourth	-	-	-	-	-	-	22	100.0	22	100.0	12.1
Total	25	13.7	45	24.7	35	19.2	77	42.3	182	100.0	100.0
South Campus											
First	3	18.8	1	6.3	7	43.8	6	37.5	16	100.0	11.0
Second	-	-	14	31.8	5	11.4	25	56.8	44	100.0	30.3
Third	-	-	-	-	18	30.5	41	69.5	59	100.0	40.7
Fourth	-	-	-	-	-	-	25	100.0	25	100.0	17.2
Total	3	2.1	15	10.3	30	20.7	97	66.9	145	100.0	100.0
Wolfson Campus											
First	136	40.5	70	20.8	42	12.5	92	27.4	336	100.0	61.1
Second	-	-	24	19.2	27	21.6	74	59.2	125	100.0	22.5
Third	-	-	-	-	11	18.0	50	82.0	61	100.0	11.0
Fourth	-	-	-	-	-	-	30	100.0	30	100.0	5.4
Total	136	24.5	94	16.9	80	14.4	246	44.2	556	100.0	100.0

Table 10

Satisfactory Completion* of the Fourth Level of ESL
Based on Initial Level of ESL Enrollment

Beginning Level of ESL	Satisfactory Completion of Fourth Level of ESL					
	Not Finished		Finished		Total	
	Number	Percent	Number	Percent	Number	Percent
College-Wide						
First	408	95.3	20	4.7	428	100.0
Second	222	94.9	12	5.1	234	100.0
Third	115	79.9	29	20.1	144	100.0
Fourth	54	69.2	24	30.8	78	100.0
Total	799	90.4	85	9.6	884	100.0
North Campus						
First	70	98.6	1	1.4	71	100.0
Second	63	96.9	2	3.1	65	100.0
Third	24	100.0	0	0.0	24	100.0
Fourth	14	63.6	8	36.4	22	100.0
Total	171	94.0	11	6.0	182	100.0
South Campus						
First	15	88.2	2	11.8	17	100.0
Second	40	90.9	4	9.1	44	100.0
Third	44	74.6	15	25.4	59	100.0
Fourth	15	60.0	10	40.0	25	100.0
Total	114	78.6	31	21.4	145	100.0
Wolfson Campus						
First	323	95.0	17	5.0	340	100.0
Second	119	95.2	6	4.8	125	100.0
Third	47	77.0	14	23.0	61	100.0
Fourth	24	80.0	6	20.0	30	100.0
Total	513	92.3	43	7.7	556	100.0

*Defined as receiving a grade of "C" or better in all four courses at that level: ESL 1401, 1421, 1441, and 1461

Table 11

Status of Fall 1983, First-Time-in-College
ESL Enrollees as of Fall, 1987
Based on Initial Level of ESL Enrollment

Beginning ESL Level	Current Status*											
	Left, GPA <2.0		Left, GPA ≥2.0		Enrolled GPA <2.00		Enrolled GPA ≥2.00		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College-Wide												
First	215	50.2	133	31.1	14	3.3	65	15.2	1	0.2	428	100.0
Second	78	33.3	96	41.0	10	4.3	44	18.8	6	2.6	234	100.0
Third	36	25.0	58	40.3	12	8.3	34	23.6	4	2.8	144	100.0
Fourth	23	29.5	24	30.8	3	3.9	16	20.5	12	15.4	78	100.0
Total	352	39.8	311	35.2	39	4.4	159	18.0	23	2.6	884	100.0
North Campus												
First	35	49.3	31	43.7	2	2.8	3	4.2	0	0.0	71	100.0
Second	22	33.9	31	47.7	4	6.2	7	10.8	1	1.5	65	100.0
Third	3	12.5	15	62.5	1	4.2	5	20.8	0	0.0	24	100.0
Fourth	4	18.2	10	45.5	0	0.0	4	18.2	4	18.2	22	100.0
Total	64	35.2	87	47.8	7	3.9	19	10.4	5	2.8	182	100.0
South Campus												
First	5	29.4	6	35.3	1	5.9	4	23.5	1	5.9	17	100.0
Second	15	34.1	13	29.6	1	2.3	12	27.3	3	6.8	44	100.0
Third	12	20.3	21	35.6	8	13.6	15	25.4	3	5.1	59	100.0
Fourth	10	40.0	7	28.0	2	8.0	4	16.0	2	8.0	25	100.0
Total	42	29.0	47	32.4	12	8.3	35	24.1	9	6.2	145	100.0
Wolfson Campus												
First	175	51.4	96	28.2	11	3.2	58	17.1	0	0.0	340	100.0
Second	41	32.8	52	41.6	5	4.0	25	20.0	2	1.6	125	100.0
Third	21	34.4	22	36.1	3	4.9	14	23.0	1	1.6	61	100.0
Fourth	9	30.0	6	20.0	1	3.3	8	26.7	6	20.0	30	100.0
Total	246	44.2	176	31.7	20	3.6	105	18.9	9	1.6	556	100.0

*Students were counted as having left the college if they did not attempt to earn any credits during any term of the 1986-87 academic year. If they were enrolled for any term during 1986-87, they were counted as enrolled.

Table 12

Performance on the Communication Sections of the Basic Skills Tests Based on Initial Level of ESL Enrollment

Beginning ESL Level	Number in Group	Took Basic Skills Test*		Passed Reading		Passed Writing	
		Number	Percent of Total	Number	Percent of Tested	Number	Percent of Tested
College-Wide							
First	428	69	16.1	8	11.6	7	10.1
Second	234	116	49.6	31	26.7	18	15.5
Third	144	97	67.4	52	53.6	16	16.5
Fourth	78	66	84.6	48	72.7	20	30.3
Total	884	348	39.4	139	39.9	61	17.5
North Campus							
First	71	10	14.1	0	0.0	0	0.0
Second	65	30	46.1	8	26.7	0	0.0
Third	24	19	79.2	5	26.3	2	10.5
Fourth	22	20	90.9	14	70.0	5	25.0
Total	182	79	43.4	27	34.2	7	8.9
South Campus							
First	17	8	47.1	3	37.5	2	25.0
Second	44	27	61.4	9	33.3	7	25.9
Third	59	44	74.6	28	63.6	7	15.9
Fourth	25	22	88.0	15	68.2	5	22.7
Total	145	101	69.7	55	54.5	21	20.8
Wolfson Campus							
First	440	51	11.6	5	9.8	5	9.8
Second	125	59	47.2	14	23.7	11	18.6
Third	61	34	55.7	19	55.9	7	20.6
Fourth	30	24	80.0	19	79.2	10	41.7
Total	556	168	30.2	57	33.9	33	19.6

*Includes both the CGP and MAPS tests

Appendix A

Institution Issuing High School Diplomas to
Fall 1983 ESL Enrollees

Institutions	Frequency	Percent
Foreign	586	65.0
H.S. Equivalency OOS	6	0.7
H.S. Equivalency FLA	120	13.3
Special Students High School	37	4.1
Other U.S.	44	4.9
*Coral Gables	6	0.7
*Hialeah Adult Education Center	1	0.1
*Hialeah Senior	6	0.7
*Hialeah-Miami Lakes	2	0.2
*American Senior	4	0.4
*South Dade Senior High	1	0.1
*Homestead Senior High	4	0.4
Miami Aerospace Academy	4	0.4
Florida Christian	1	0.1
Interamerican Military Academy	1	0.1
Immaculata-La Salle	1	0.1
*Miami Central	1	0.1
*Miami Edison	2	0.2
*Lindsey Hopkins	4	0.4
*Miami Coral Park	5	0.6
*Miami Jackson	10	1.1
*Miami Killian	2	0.2
*Miami Norland	1	0.1
Miami Private	1	0.1
*Miami Senior High	25	2.8
*Miami Southridge	4	0.4
*Miami Sunset	7	0.8
*South Miami Senior	6	0.7
*Southwest Miami Senior	2	0.2
Lear School	1	0.1
*Miami Beach Senior	3	0.3
*Miami Springs	2	0.2
*North Miami Senior High	1	0.1
*Miami Palmetto	1	0.1
Total	902	100.0

*Dade County Public Schools

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